

STONE PARK ELEMENTARY

1699 Garden St.
Charleston, South Carolina 29407

GRADES PK-4 Elementary School

ENROLLMENT 236 Students

PRINCIPAL Stephanie Strous 843-763-1507

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	56	29	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

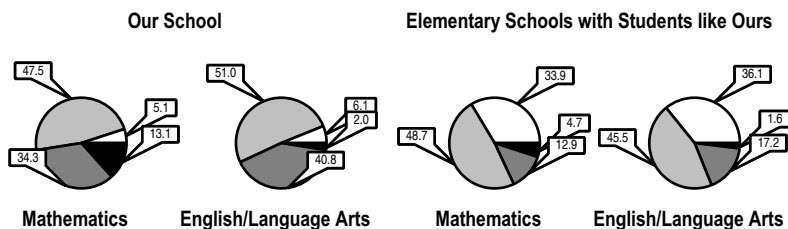
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	24	61	48
Percent satisfied with learning environment	91.7%	95.1%	93.5%
Percent satisfied with social and physical environment	91.3%	88.3%	86.7%
Percent satisfied with home-school relations	91.3%	93.2%	86.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	104	99.0	6.1	51.0	40.8	2.0	42.9	17.6
Gender								
Male	49	98.0	12.8	40.4	44.7	2.1	46.8	17.6
Female	55	100.0	N/A	60.8	37.3	2.0	39.2	17.6
Racial/Ethnic Group								
White	19	100.0	N/A	55.6	44.4	N/A	44.4	17.6
African-American	85	98.8	7.5	50.0	40.0	2.5	42.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	87	98.9	7.4	44.4	45.7	2.5	48.1	17.6
Disabled	17	100.0	N/A	82.4	17.6	N/A	17.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	104	99.0	6.2	50.5	41.2	2.1	43.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	104	99.0	6.2	50.5	41.2	2.1	43.3	17.6
Socio-Economic Status								
Subsidized meals	85	98.8	6.3	51.9	40.5	1.3	41.8	17.6
Full-pay meals	19	100.0	5.3	47.4	42.1	5.3	47.4	17.6

Mathematics								
All students	104	100.0	5.1	47.5	34.3	13.1	47.5	15.5
Gender								
Male	49	100.0	6.3	39.6	41.7	12.5	54.2	15.5
Female	55	100.0	3.9	54.9	27.5	13.7	41.2	15.5
Racial/Ethnic Group								
White	19	100.0	N/A	38.9	38.9	22.2	61.1	15.5
African-American	85	100.0	6.2	49.4	33.3	11.1	44.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	87	100.0	4.9	45.1	35.4	14.6	50.0	15.5
Disabled	17	100.0	5.9	58.8	29.4	5.9	35.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	104	100.0	4.1	48.0	34.7	13.3	48.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	104	100.0	4.1	48.0	34.7	13.3	48.0	15.5
Socio-Economic Status								
Subsidized meals	85	100.0	6.3	47.5	33.8	12.5	46.3	15.5
Full-pay meals	19	100.0	N/A	47.4	36.8	15.8	52.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	60	N/A	8.3	45.0	43.3	3.3	46.7
	Grade 4	48	N/A	12.8	57.4	29.8	N/A	29.8
	Grade 5	52	N/A	17.3	57.7	25.0	N/A	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	43	100.0	N/A	39.0	56.1	4.9	61.0
	Grade 4	61	98.4	10.5	59.6	29.8	N/A	29.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	60	N/A	8.3	31.7	46.7	13.3	60.0
	Grade 4	48	N/A	17.0	61.7	12.8	8.5	21.3
	Grade 5	52	N/A	15.4	38.5	32.7	13.5	46.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	43	100.0	N/A	29.3	46.3	24.4	70.7
	Grade 4	61	100.0	8.6	60.3	25.9	5.2	31.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 236)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 2.9%	3.4%	2.4%
Attendance rate	96.2%	No change	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.5%	Down from 10.5%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.4%	Down from 9.5%	8.5%	8.0%
Older than usual for grade	13.6%	Up from 2.0%	2.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	36.4%	Up from 33.3%	46.0%	50.0%
Continuing contract teachers	86.4%	Up from 70.4%	81.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	72.3%	Down from 75.4%	82.8%	86.2%
Teacher attendance rate	97.2%	Up from 96.5%	94.3%	95.3%
Average teacher salary	\$36,484	Up 3.0%	\$39,114	\$39,909
Prof. development days/teacher	18.0 days	Up from 12.9 days	13.2 days	11.4 days

School				
Principal's years at school	15.0	Up from 13.0	3.0	4.0
Student-teacher ratio	16.3 to 1	Down from 18.5 to 1	17.3 to 1	18.9 to 1
Prime instructional time	91.9%	Down from 92.1%	87.9%	89.7%
Dollars spent per pupil*	\$5,209	Up 24.9%	\$6,129	\$5,892
Percent spent on teacher salaries*	63.4%	Down from 68.9%	66.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stono Park emphasizes positive invitations to students, teachers, community members, families and staff. From this base our academic program is built. Programs and teaching techniques are selected from research and best practice. Parents participate in workshops so that the curriculum in the home is also enriched. Student achievement, both individual and school wide, continues to be of prime importance! During this year SOAR to Success, a reading program emphasizing comprehension, was implemented with selected fourth graders. Reading recovery was expanded to include special needs first grade resource students.

Stono Park PACT scores have been notable for the past several years. With our 2002 scores we had fewer children scoring below basic than both Charleston County and the state in both ELA and Math. Our goal for 2002-2003 was to continue to decrease the percentage of students scoring below basic and increase the percentage of students scoring proficient and advanced.

Stephanie Strous
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.